



Challenges facing Public Secondary School Teachers on Implementing Competence-Based Curriculum in Magu District, Mwanza - Tanzania

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<p>Chief Editor Web: www.ijfdc.org Email: info@ijfdc.org</p> <p>Editing Oversight Impericals Consultants International Limited</p>	<p>Abstract: Competence-Based- Education and Curriculum (CBC) is a leading paradigm for innovative teaching and learning processes today. This paper investigated the Implementation of Competence-Based Curriculum in Enhancing Teachers' Job Performance in Public Secondary Schools in Magu District, Tanzania. It specifically intended to examine teachers' practices in the implementation of Competence-Based Curriculum, establish the challenges that teachers face in the implementation of Competence-Based Curriculum and identify possible strategies that can be used by teachers to address the challenges encountered. The study employed the constructivism theory and utilized a mixed research approach, guided by the convergent parallel design. A sample of 100 respondents, including the District Secondary Education Officer, The District Officials, public secondary school teachers, ward education coordinators, heads of schools and public secondary school students who were chosen using simple random, snowball and purposive sampling techniques. Questionnaires and interviews were used in data collection. The quantitative data were analyzed using descriptive statistics with the aid of SPSS version 20 while qualitative data were analyzed using thematic analysis. The study presented challenges that impede teachers' successful use of CBC and interactive teaching and learning approaches. These included lack of in-service trainings, seminars, and workshops, teachers' fear of failing to complete the syllabus, teacher certification, competency, rigidity of timetable, and a generally overloaded work and curricula. It recommended a supply adequate materials in schools, in-service teacher training, teachers' and students' dedication to teaching and learning and teachers improvisation of teaching and learning aids. These findings can lead to various opportunities, including the provision of CBC pedagogy training to teachers to improve their understanding of CBC and enhance its implementation.</p> <p>Key words: Competence-based curriculum, job performance, standards, pedagogies</p>
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1.1 Study background

Competence-based curriculum originated in the United States of America (USA) in the early 1970's (Richard & Rogers, 2010). In 1980s, the movement began to grow in European nations, including the United Kingdom (UK) and Germany (Wolf, 2001). This emerged as a need to get required professionals in demanding fields like engineers, technicians, and artisans due to technological advancement concepts like "competence," "standards," "school improvement," "choice," and "privatization" have been highlighted by today's global approaches to education. The underlying assumptions of the global policy packages are such as child-centered pedagogies, school-based management, teachers' accountability, public-private partnerships, or conditional-cash transfer schemes as addressed by (Verger et al., 2012). The above-named issues are discussed and implemented everywhere around the world, and have acquired the status of 'Global Education Policies' (GEP). It has become evident that (GEP) suggests particular politics of knowledge and ideals of teaching and learning and how they should be (Sundberg & Wahlstrom, 2012). The networks and flows of ideas from international organizations like the World Bank, United Nations Educational Scientific and Cultural Organizations (UNESCO), to both developed and developing countries are the mechanism by which these ideas expand and become globalized (Exley et al., 2011).

The shift toward standards-based, outcomes-based, and competence-based curricula has made organs like the Organization for Economic Cooperation and Development (OECD), UNESCO, the Education for All (EFA) goals, and the Millennium Development Goals (MDGs) of 2000 more important as networks, actors, and guiding forces in curriculum reforms (Exley et al., 2011). For example, in most nations worldwide, curriculum modifications have been impacted and accelerated by the growth of Education for All (EFA), which seeks to provide equal access to excellent learning (Chisholm & Leyendecker, 2008; UNESCO, 2000).

There have also been curriculum reforms in Sub-Saharan African countries (SSA), as reported by UNESCO in 2000. The reforms focused on two key points which are: i) the need to change curriculum content to make it more relevant in local and global contexts in terms of desirable competencies for the workplace and everyday life; and ii) changing the teaching-learning process into more learner-centered approaches (UNESCO, 2000). As a result, competence-based curricula and learner-centered pedagogy served as the proposed foundation for curriculum policy implementation in SSA countries in the late 20th and early 21st centuries. Chisholm and Leyendecker (2008) allude that the emergency of competence-based curriculum policies have led to the emergency of reforms in the education system in SSA, such as child-centered and standard based. This indicates that the school-based management is anticipated to transform education from a paradigm that focuses on rote learning and content repetition to a vision of education based on meaningful, relevant learning that is also transferable to real-world professional contexts. The policy's concepts are similar to how Marton and Booth (1997) described learning as coming to an understanding of seeing things differently and developing as a person. These views, in their perspective, perceive learning as essentially seeking meaning rather than primarily reproducing.

The Republic of South Africa became the first African country in SSA to embrace competence-based curricula in 1998. The country adopted the competence-based curriculum as an alternative to curb the non-employable skills to employable skills in the 21st century. Since 2000, the educational systems of a

number of African nations, including South Africa, Tanzania, Rwanda, Kenya, Mozambique, Zimbabwe, and Zambia, have switched from a content-based curriculum to a competence-based curriculum in order to address these challenges. The majority of concepts and arguments around a competence-based curriculum, however, continue to be just discursive and have not yet shown how students might acquire critical competences through a school curriculum. This predicament has been exacerbated in part by a lack of knowledge regarding competence-based curricula. Using the 2013–2017 curriculum review experience in Zambia as an example. In this study, academics outlined the fundamental ideas of a competency-based curriculum. They used the Teacher's Curriculum Implementation Guide (TCIG) and the 2013 Zambian Curriculum Framework Policy (ZCFP) as examples. The writers first clarified the basic principles and background of competence-based education. Additionally, they described how a competency-based program measures intent. On the other hand, a thorough explanation of the elements of a competency curriculum was offered in order to clarify the idea and the methods by which the curriculum in issue can be evaluated. CBC changed the role of the teacher from being the head of the school to being an education facilitator. This means that teachers can now act more like parents and take charge of the classroom by encouraging students to set goals and assisting them in retrieving and applying knowledge in practical ways. In this sense, it aids in the development of lifelong learning habits, professional abilities, and attitudes in learners. Nonetheless, it is asserted that educators in African nations had inadequate training in CBC, given that policy makers themselves lack a detailed comprehension of the subject (Knut & Vestues, 2019).

Rwandan educational system, acknowledged the need to address gaps in skills acquired by students, the country started the transition from a conventional curriculum to a competency curriculum in 2015 (Lemarchand & Tash, 2015). This was necessary because Rwanda wants to develop a competent populace to fulfil both domestic and international labour market demands. These adjustments were made in accordance to Rwanda's educational philosophy, which stresses on all children, regardless of cognitive ability, should get a high-quality education in order to reach their full potential skills, and attitudes to function well in both society and global labour market. By 2030, the nation wants its people to live in a middle-class, knowledge-based society through enhanced ICT as a vital tool for reform of education delivery.

In order to create a curriculum that will suitably address and fulfil the needs and aspirations of Kenyans and provide their children with the knowledge, suitable attitudes, and skills necessary to compete on a local, regional, and global scale, the Kenyan government announced in January 2011 to review the national curriculum. The Kenya Institute of Curriculum Development (KICD) conducted a study on the need assessment for curriculum reform and found that a primary school curriculum that combines and provides students with skills and competences that are relevant both locally and globally is essential. That study showed that practical topics and vocational education needed to be given priority. It then advised that teacher capacity building, the provision of learning materials, and teacher training in all areas through pre-service or in-service are essential for efficient delivery of curricula and high-quality education (Pathways to Education, 2016). The new curriculum was designed to pave way for gifted locals to succeed in higher education and the workforce.

In 2010, Tilya and Mafumiko carried out research in Tanzania on the challenges encountered while adopting a competency-based, learner-centered curriculum in the classroom. The results showed that,

Tanzania is facing ongoing misunderstanding over the selection of instructional or teaching techniques in the educational system. They contend that when Tanzania changed its curriculum in 2005, a paradigm shift from content-based to competence-based education was unavoidable (Tilya & Mafumiko, 2010). This is because content-based curricula provide students' knowledge and abilities that are out of step with what employers are looking for. This raised a lot of critiques in the employment sector and on challenges of implementing the competence-based, learner-centered curriculum in the classroom. As a result, teacher preparation programs, secondary education programs, and elementary school curriculum were updated to implement the CBC to give students the knowledge and abilities needed to compete in the modern workplace. CBC could also students up to date with scientific, technological, and socioeconomic advancements happening locally, regionally, and globally (United Republic of Tanzania, 2014).

Like in other Sub-Saharan African countries, Tanzania's curriculum was influenced by the global educational terminology of a "knowledge economy," necessitating a change in the curriculum's focus (Tilya & Paulo, 2014). Teachers in primary schools in Dodoma received training in 2009, while the Magu district held CBC training at Butimba Teachers College in 2006. The district officers' reports (Kasiga, 2023); (Wang'ong'o, 2023; Nyagabona, 2023) asserts that, a number of primary and secondary school teachers have not yet received CBC training. For instance, just 21 of the 211 elementary teachers—or 9.9% from Magu district of the representatives went to Dodoma for CBC training. Such limited enhancement of skills to teachers, necessitated this study to explore the challenges faced by public secondary school teachers in implementing CBC in Magu district council.

1.2 Statement of the Problem

Competence-based curriculum (CBC) places a strong emphasis on student-centred learning and disapproves the traditional teacher-centered techniques like lectures and “chalk and talk”. CBC takes students accountable for their own learning to develop relevant skills. It provides students with intellectual experiences that will equip them with the capacity for lifelong learning challenges through analysing and synthesizing potential skills learned rather than simply remembering, reproducing and describing them. Regardless of the above benefits, teachers as primary implementers of the curriculum, face several difficulties during preparation and recruitment in their schooling lifetime (Mulenga & Kabombwe, 2019). They are the primary steers of learning processes and facilitators, but there has been limited research on them, especially in Magu District. For any curriculum to be implemented successfully, there should be a thorough understanding by the implementer; for the sake of enhancing learners' whole body achievement which aligns with the CBC central goal. For effective implementation of CBC, it is necessary to understand the challenges encountered during the process and establish effective solutions for overcoming the arising problems during implementations. Practically, CBC is not smoothly implemented with teachers facing varied challenges on what and how properly they are to implement. It is under such scenario that, this study, explored the challenges that public secondary school teachers in Magu District in Mwanza – Tanzania face in implementing CBC in enhancing their job performance.

1.3 Objective of the Study

This study explored the challenges that teachers face in implementing Competence-Based Curriculum in Magu district council.

1.4 Literature review

A competency-based training curriculum places more emphasis on what students should be able to do than merely what they should know. The UK's "New Ways of Working," for example, focus on patients with the most complex needs and encourage other team members to assume greater responsibility in order to maximize the skills, knowledge, and experience on the work (Department of Health, 2005). As a result, there were notable variations in trainee assessment methods and training across Europe (Strachan, 2007). Competency-based training is highly implemented in Europe and has marked a significant transition in education. As such, competency-based training has been recognized as an alternative to the contemporary skilled labour market in the UK and the Netherlands.

In 2015 and 2016, Kuwait allocated a significant budget to initiate a curriculum reform by implementing CBC, which had been adopted three years earlier. However, during the implementation, the policy did not meet the expectations of policymakers, teachers, and other education and economic stakeholders. In 2016, a CBC was introduced, starting in primary schools and extending to intermediate and secondary schools. According to Al-Qabas, a prominent newspaper in Kuwait, the implementation of CBC was poorly planned and lacked a clear vision for both the process and the expected outcomes (Alfailakawi, March 2018). Additionally, the AL-Rai, another local newspaper, an article claimed that CBC had been discontinued since the beginning of the academic year 2019/2020. There has been few researches done on the competency-based curriculum for the educational system in Zambia. For example, the competency-based curriculum was not implemented appropriately (Nambela, 2016). Since most district educators were not sufficiently prepared for the 2013 updated curriculum, work has been done to assess its efficacy in enhancing the delivery of education. Teachers were not given enough assistance, and there was an inadequate and unsuitable supply of teaching and learning tools. They also lacked a clear knowledge of the CBC.

Orodho et al. (2013) point that curriculum implementation in Kenya faced the following difficulties: insufficient teaching staff and instructional materials, a lack of learner-centeredness, a lack of teacher motivation, inadequate classroom space, and insufficient instructional resources. Similarly, Sikoyo (2010) raised contextual difficulties of adopting learner-centered teaching in Uganda. The results show teachers' perceptions of the curriculum are highly diverse, which impacts how it is implemented.

Competency-based teaching and learning is hampered by several challenges in Tanzania's schools. Makunja's (2016) study findings demonstrated that while currently employed teachers are ready to apply a CBC, however, they lack the necessary knowledge and expertise because they have not attended training or a seminar to stay current on new curricula. Despite their important role in supporting the educational process, research shows that most schools possess old textbooks and other teaching resources (Makunja, 2016; Nyoni, 2018). Some schools don't have a lab, a library, or workshop equipment, or if they have, they don't have the right supplies or equipment (Mosha, 2004). Since the caliber of instruction determines the caliber of learning, any curriculum that prioritizes students' active engagement is practically perceived effective (Omari, 2008).

The difficulties secondary school teachers faced when implementing the Common Core State Curriculum (CBC) in Tanzania were also summed up by Mkonongwa (2018) as follows: overcrowded

classrooms; inadequate facilities; an overburdened curriculum; a lack of flexibility on the part of teachers to adopt new paradigms; a lack of knowledge about competence-based teaching among teachers; limited career options at an early stage of education; inadequate teaching and learning facilities; a lack of motivation among teachers; and the rigidity of education policies and guidelines. Komba and Mwandaji (2015) from Tanzania, found that the majority (86%) of the teachers who were interviewed lacked sufficient knowledge of the goals of competence-based curricula. As a result, the majority (78%) of the lesson plans assessed did not exhibit the characteristics of a competence-based lesson plan. Additionally, very little student participation in classroom activities was demonstrated by the teachers observed. Finally, fewer than 50% of the classroom sessions observed showed teachers practicing formative student assessments. Further study is needed to understand how teachers perceive competence-based curricula. This is crucial because teachers are the primary curriculum implementers, and a clear conceptualization of the curriculum is essential for its implementation (TIE, 2010). Moreover, Muneja (2016) assessed the practice of competence-based curriculum by secondary school teachers in Arusha, and found teachers facing various difficulties. They face lack of involvement in curriculum design, a shortage of quality textbooks, and a lack of enthusiasm to execute the competence-based curriculum. Also, teachers' comprehension of the material was only moderate. This latter empirical finding is significant because it shows how teachers' views of the curriculum affect how it is implemented and how techniques are developed to deal with difficulties.

1.5 Methodology

This study employed a mixed research approach which involved both qualitative and quantitative research approaches. Case study and cross-sectional survey designs were used for gathering data at one point in time to describe the current characteristics of randomly selected samples from each of the components. The sample size consisted of 100 participants and it was convenient as it provided suitable information for the study. The study employed probability sampling (simple random) to select public secondary schools and students, (systematic and snowball) to select secondary school teachers and nonprobability sampling (purposive) to select the District Education Officer (DEO), District Academic Officer (DAO), District Quality Assurance and Standards Officer (DQASO), Ward Education Coordinators and Heads of Schools because of their uniqueness in the study. Questionnaires (close and open ended) were used to collect data from 25 students and 50 public secondary school teachers while face to face structured interview were used to collect data from one (1) DEO, four (4) DAO, four (4) DQASO, six (6) WEC and ten (10) Heads of Secondary Schools. To determine validity and reliability of the research instruments the study employed content validity and Cronbach Alpha (with a reliability coefficient of 0.8) respectively. Piloting test was conducted at one secondary school which was not among the sampled schools where various categories of respondents were included. Quantitative data from closed-ended questionnaires were analysed using descriptive statistics with the help of the Statistical Package for Social Science (SPSS) version 21, while qualitative data were analysed thematically focusing on words, conversations and texts. The demands of research ethics were observed and citation of all the sources of information throughout this study was properly observed adhering to APA Manual 7th edition to avoid plagiarism.

1.6 Results and Discussion

The study sought to investigate the challenges facing teachers in implementing a competence-based curriculum in secondary schools in Magu District. To gather information on this theme, student data

was collected qualitatively and quantitatively from various respondents. Quantitatively, the student respondents were asked to put a tick against the statements/phrases suggested to be challenges teachers encounter in implementing competence-based curriculum. Figure 1 presents their responses:

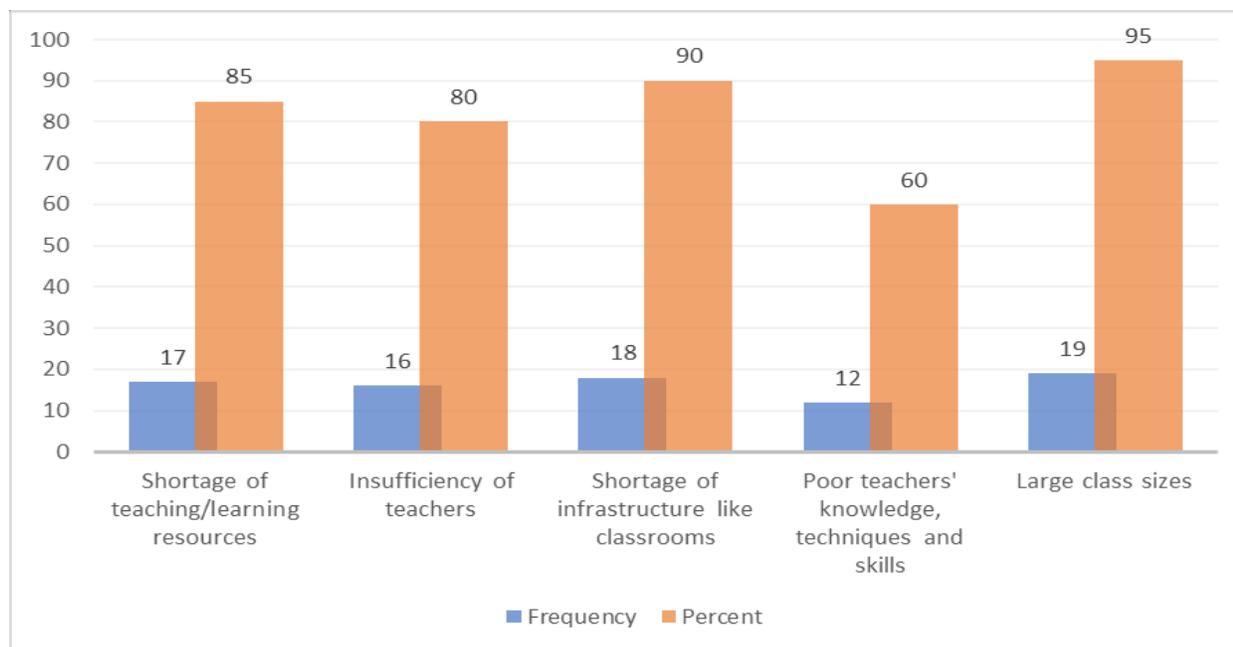


Figure 1: Challenges those teachers face in the implementation of CBC (n=20)

Source: Field data, 2023

Figure 1 presents the challenges facing teachers as were identified by the 20 student respondents using questionnaire, including large class sizes, (95.0 percent); Shortage of infrastructure, (90.0 percent); a shortage of teaching and learning resources, (85.0 percent); insufficiency of teachers, (80.0 percent); and poor teachers' knowledge, techniques, and skills, (60.0 percent).

Large Class Sizes

The study findings revealed that, large class sizes pose a challenge to teachers when implementing CBC. As a proof, the quantitative findings presented in Figure 1 shows that, 95 percent of the respondents confirmed it to be one of the challenges teachers face in their efforts to implement CBC. This implies that classrooms are overcrowded, with the number exceeding the normal standard of 40 students as per the Tanzania 2014 Education and Training Policy directives. Additionally, the findings obtained through the interview with the DEO, 4 DAOs, 4 DQASOs, 6 WECs and 10 Heads of Secondary Schools seemed to agree with the above quantitative findings. During interview sessions, one of the heads of school respondents had the following to say:

“Congestion of students in classrooms is a prevalent issue in the majority of secondary schools in Tanzania at present. It is common to find a single classroom accommodating 70 students or even more. This congestion hinders the effective implementation of the competence-based curriculum, as teachers often lack the necessary space to move from one student to another and conduct activities like group discussions and other learner-centered techniques, beyond relying solely on questions and answer sessions or think-pair-share activities” (HoS₄: August 2023).

This implies that, the crowded classrooms limits the ability of teachers to teach using participatory techniques. This concurs with UNESCO (2009) report, that most developing countries suffer the problem of overcrowding in classrooms, which jeopardizes teachers' ability in curriculum delivery of quality education. On the contrary, a small class size allows teachers to be more competent in and students to perform better. Teachers have enormous workloads and a high teacher-to-student ratio, which affects their effectiveness in the everyday teaching and learning process.

Shortage of Infrastructure

Again, the study indicated that, the inadequacy of infrastructure, such as classrooms, laboratories, and libraries in schools was another challenge teachers face in implementing CBC. This is also confirmed by the quantitative findings presented in Figure 1, which reveals that 90.0 percent of the student respondents acknowledged that inadequacy of infrastructure, like classrooms, laboratories, and libraries challenge the implementation of CBC. This provides that inadequacy of infrastructure leads to other challenges, such as overcrowded classrooms and the inability of students to engage in practical lessons due to the absence of laboratories. Interview findings seem to support the quantitative findings presented above. For example, one of the respondents had the following views:

“There is a severe scarcity of teaching and learning materials such as textbooks, supplementary books, science equipment, teachers' guides, laboratories, infrastructure, and libraries. This scarcity hinders the effective implementation of the competency-based curriculum and negatively impacts students' learning outcomes. The shortage of teaching and learning resources, including textbooks, reference books, supplementary books, teachers' guides, libraries, laboratories, and infrastructure, was evident in the three sampled schools. For example, there was an insufficient availability of infrastructure, furniture, and teaching and learning materials, such as textbooks, reference books, laboratory apparatus, and libraries” (HoS₂: August 2023).

This implies that the shortage of infrastructure is a significant challenge that impacts teachers in implementing CBC and has a detrimental effect on students' learning. This is consistent with Kavindi (2014), who found that inadequate infrastructure and a lack of sufficient tutors are some of the obstacles to the implementation of the competency-based curriculum.

Shortage of Teaching and Learning Resources

Once again, findings indicated that a shortage of teaching and learning resources or materials was one of the challenges teachers face in an attempt to implement a competence-based curriculum. This, is verified by quantitative information presented in Figure 1 indicating that 85.0 percent of the respondents accepted the idea. Additional information acquired from interview agree with quantitative findings as presented in Figure 1 above. For example, among the respondents to whom the interview was administered, one of them remarked:

“Teachers must have access to adequate teaching and learning materials to facilitate effective student engagement and interaction during the session. How can teachers effectively implement a competence-based curriculum and associated participatory teaching approaches without proper supporting materials that enable interaction between a teacher and students and among students themselves?” (W₅: July 2023).

The phrase above proves that teaching and learning resources are vital in facilitating classroom interactions through participatory learning. Freire (1970) advocated that instead of solving problems

for learners, the teacher should pose problems and engage students in dialogue and critical reflection, enabling students to analyze reality through the process of conscientization and ensure classroom interaction with teaching and learning materials. However, King (2013) realize that teachers are not sufficiently equipped to implement competency-based curricula from colleges. On the same viewpoint, another respondent was quoted the following opinions:

“It is challenging for teachers to implement CBC and its associated participatory teaching and learning approaches due to a scarcity of teaching and learning materials. Likewise, it is challenging for students to achieve the desired outcomes without teaching and learning materials that motivate, encourage, and activate them for effective interaction in the classroom” (HoS₉: August 2023).

This implies that teaching and learning materials motivate, encourage, and stimulate learners, thereby enabling them to actively participate in classroom interactions during teaching and learning. The findings tally with Omari (2011) who emphasizes that intrinsic motivation to learn something is enhanced by the use of interesting materials and variety in the mode of their presentation. For example, teachers can maintain students' interest in a subject by alternating the use of films, demonstrations, guest speakers, and so on. This is vivid as one respondent added:

“Teaching and learning materials are essential for promoting democratic teaching and learning. The absence of teaching and learning materials can result in undemocratic teaching and learning, which hinders learners from developing an independent mindset and confidence, preventing them from making valuable contributions to society” (HoS₈: August 2023).

This means that teaching and learning without teaching and learning resources deprives teachers of the ability to actively engage learners in the learning process. As a result, this diminishes the value of learners in their society, as they lack the necessary confidence to provide ideas that can contribute to the development of society. Lockheed and Verspoor (1991) emphasize the strong relationship between learners' ability to learn and the availability of teaching and learning materials. On the other hand, Sifuna (2019) asserts that the lack of teaching and learning resources is a common phenomenon in Sub-Saharan African countries due to the limited funds allocated to education. The shortage of teaching and learning materials results in rote learning, which, in turn, leads to an inability to think critically.

Insufficiency of Teachers

Furthermore, findings indicated that the insufficiency of teachers is another challenge that hampers the effective implementation of CBC. Findings presented in Figure 1 show that 80.0 percent of the student respondents acknowledged the inadequacy of teachers as a challenge that limits teachers' ability to effectively to implement the CBC. This suggests that the shortage of teachers results in some lessons not being taught or the available teachers having to handle a large number of periods, which hinders their ability to make thorough preparations and teach using participatory techniques. During interview session, one of the respondents noted the following:

“The shortage or absence of teachers is a challenge, particularly in subjects like science, mathematics, and English language where many schools do not have enough teachers. This places a significant burden on the available teachers, as they often have to handle a large number of periods, making it difficult for them to teach effectively. As a result, they resort to using approaches such as note-taking and lecture methods that do not actively engage learners in the teaching and learning process” (SQA01: August 2023).

This infers that the few available teachers to use approaches that enable them to cover syllabuses but not for effective implementation of CBC. Less is done in enabling learners to get knowledge, skills, and attitudes which enable them to have independent minds and enough confidence for their future life. This concurs with Ronfeldt, Loeb and Wyckoff 2013; Jackson and Bruegmann 2009; Kraft and Papay 2014; Sorensen and Ladd 2018 as cited in Garcia and Weiss (2019), who report that uncertainty of the teaching workforce in schools has adverse effects on students' achievement and reduces the effectiveness and quality of teachers.

Poor Teachers' Knowledge, Techniques and Skills

Furthermore, figure 4.1 above indicates that 60 percent of the respondents agreed that poor knowledge, techniques, and skills for implementing CBC is another challenge that teachers face. Some teachers possess inadequate knowledge, techniques, and skills required for implementing CBC in the classroom, which leads them to resort to teacher-centered approaches. During the interview sessions, qualitative information gathered from respondents also supports the view that poor teachers' knowledge, techniques, and skills are a challenge that hinders teachers from effectively implementing CBC, as one of the respondents observed that:

“The majority of teachers lack the necessary knowledge, techniques, and skills for implementing CBC. This deficiency arises from the fact that many of them did not receive training on this curriculum during their time in teachers' colleges and universities. Furthermore, even to this day, they have not received comprehensive training on it” (WEO2: August 2023).

This indicates that insufficient teachers' knowledge, techniques, and skills for implementing CBC lead to less effective engagement with learners during lessons. This observation is consistent with the findings reported by Muneja (2015), who noted that teachers were not competent in defining the concept of CBC. Remmy (2017) also supports by arguing that both teachers and students had little knowledge about the competency-based English curriculum, as evidenced by questionnaires revealing that teachers were unaware of CBELC.

1.7 Conclusion

Based on the findings of this study it can be concluded that the challenges facing teachers in implementing CBC like large class sizes, shortage of infrastructure, lack of teaching and learning resources and aids, insufficient teaching staff, and inadequate teacher knowledge, techniques, and skills contributed to the ineffective implementation of CBC and consequently had a detrimental impact on teaching and learning. In the context of the conceptual framework of this study, teachers' performance relies on the availability of adequate (physical, financial and human) and frequent in-service training and workshops. Also meeting the suggested class size of 45 students per one teacher. If all these variables are well-implemented and provided as needed, the CBC would be successfully implemented.

1.8 Recommendations

The study recommends to the Ministry of Education, Science, and Technology to conduct continuous in-service trainings, workshops, seminars and professional courses for both the newly recruited and the long-serving teachers. This will improve their performance and eventually learners' achievement. The local government authorities are recommended to ensure the provision of adequate teachers,

infrastructure, teaching and learning materials in secondary schools to allow effective use of participatory teaching methods and meaningful classroom interactions. Moreover, the study recommends to Tanzania Institute of Education to fast-track the review of the current curriculum content to accommodate CBC inputs. Furthermore, the district education officials and heads of schools must make follow up to ensure subject teachers are thoroughly fulfilling their teaching activities.

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